

**BOARD OF REGISTERED NURSING  
EDUCATION/LICENSING SUB-COMMITTEE MINUTES**

**DATE:** October 12, 2011  
**TIME:** 10:00 AM to 12:00 PM  
**LOCATION:** Hilton San Diego Mission Valley  
901 Camino del Rio South  
San Diego, CA 92108  
(619) 543-9000  
**PRESENT:** Darlene Bradley, PhDc, MSN, CNS, CCRN, CEN, FAEN, RN  
Jeannine Graves, MPA, BSN, RN, OCN, CNOR  
Judy Corless, BSN, RN

**STAFF PRESENT:** Louise Bailey, MEd, RN, EO; Miyo Minato, MN, RN, NEC; Badrieh Caraway, NEC; Katie Daugherty, MN, RN, NEC; Carol Mackay, MN, RN, NEC; Janette Wackerly, MBA, RN, NEC; Kay Weinkam, MS, RN, NEC; Shelley Ward, MPH, RN, NEC; Bobbi Pierce, Lead – Licensing Program; Carol Stanford, Diversion Program; Stacie Berumen, AEO; Leslie Moody, MSN, MAEd, RN, NEC

**Dr. Darlene Bradley substituted as chair for Dr. Catherine Todero who was unable to attend this meeting. Dr. Bradley called the meeting to order at 1000 AM. Committee member Jeanine Graves and Board member Judy Corless introduced themselves. Due to lack of quorum of regular members, this meeting was conducted as a sub-committee meeting and did not take actions but reviewed and heard the information presented to formulate recommendations to be forwarded to the Board. All Recommendations were agreed upon by Board members present.**

**1.0 ACCEPTANCE OF MINUTES**

August 10, 2011 minutes

**RECOMMENDATION: Defer approval of the Minutes of August 10, 2011.**

**Public input: None**

**1.1 RATIFY MINOR CURRICULUM REVISION**

- 1.1.1 California State University, Bakersfield, Baccalaureate Degree Nursing Program
- 1.1.2 California State University, Los Angeles, Baccalaureate Degree Nursing Program
- 1.1.3 San Diego State University Baccalaureate Degree Nursing Program
- 1.1.4 University of San Diego – Hahn School of Nursing and Health Sciences Entry Level Master's Degree Nursing Program
- 1.1.5 Bakersfield College Associate Degree Nursing Program
- 1.1.6 College of the Siskiyous Associate Degree Nursing Program
- 1.1.7 Glendale Community College Associate Degree Nursing Program
- 1.1.8 ITT Technical Institute Rancho Cordova Associate Degree Nursing Program
- 1.1.9 Los Angeles County College of Nursing and Allied Health Associate Degree Nursing Program
- 1.1.10 Los Angeles Southwest College Associate Degree Nursing Program
- 1.1.11 Los Angeles Valley College Associate Degree Nursing Program

**Progress Report:**

- 1.1.12 Charles Drew University of Medicine and Science Entry Level Master's Degree Nursing Program
- 1.1.13 Porterville College Associate Degree Nursing Program

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1.1.14 Riverside City College Associate Degree Nursing Program

L. Moody, NEC, presented this report.

**RECOMMENDATION: Ratify Minor Curriculum Revisions and Acknowledge Receipt of Progress Reports.**

**Public input: None**

**1.2 PROGRESS REPORT FROM UNITED STATES UNIVERSITY ENTRY LEVEL  
MASTER'S DEGREE PROGRAM**

**Pilar DeLaCruz-Reyes, MSN, RN, Program Director and Dr. Elizabeth Hamel, Assistant Program Director represented the program.**

L. Moody, NEC presented this report. Pilar DeLaCruz-Reyes, MSN, RN, was appointed as the program director by the school on July 13, 2011, following receipt of BRN approval, but was not able to assume full-time duties and presence until the first of August. Elisabeth Hamel, EdD, MSN, RN, was approved by the BRN and appointed as assistant program director on May 29, 2011.

BRN staff conducted a continuing approval review on June 8 – 9 at the United States University (USU) ELM Program following receipt of complaints from students of USU's Cohort II Class of March 2011. There were findings of nine areas of noncompliance involving 14 sections and three recommendations were made. All findings were reported to the Board at the June 25, 2011 meeting, and the Board voted the following actions:

- To place United States University Entry Level Master's Degree Nursing Program on Warning Status with intent to remove Board approval.
- No new admission of students into the USU nursing program.
- The University is to take immediate corrective action to provide the 96 hours of supervised pediatrics experience for each of the 39 students in Cohort II. A priority is to be given to those students who have already taken the NCLEX Licensing Examination and/or are waiting to start employment.
- To require program submission of a progress report to the Board addressing the areas of noncompliance and be present at the Board meeting September 2011.

Ms Pilar DeLaCruz-Reyes, program director, and Dr. Edith Neumann, Provost, presented their progress report at the August 10, 2011 Education/Licensing Committee (ELC) Sub-Committee meeting. Ms Pilar DeLaCruz-Reyes and Mr. Tom Finaly, CFO presented same at the full Board meeting on September 14, 2011. An NEC update on the program's performance was also provided at each meeting. It was decided by the Board at the September 14, 2011 meeting that the program had not demonstrated adequately corrective actions for the areas of noncompliance identified. The Board continued the previous actions and the program was provided additional time to come into full compliance with Board rules and regulations. The Board instructed USU that the updated progress report to the ELC at the October 12, 2011 meeting must clearly describe actions completed to address areas of noncompliance and plans must include specific action.

Measures taken to ensure compliant delivery of the program presented in an updated printed progress report were orally presented by the program director and included: hiring 12 faculty since June 2011 and reclassification of some existing faculty; continuing recruitment of faculty; purchase of skills lab and simulation equipment and supplies; scheduling of faculty training for simulation; establish additional clinical sites and more closely monitor student clinical experiences; implement use of ATI predictor exam as part of NCLEX preparation; provision of opportunities for student participation in program evaluation; conducting faculty meetings for review of the curriculum. Two full-time faculty

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have been retained (one instructor and one assistant instructor) in the areas of OB and Peds. In this report, the program stated identified needs to hire additional full-time theory instructors, hire a simulation/skills lab coordinator, improve the approach to orientation at Balboa Naval Hospital and provide NCLEX review classes for students.

The program is experiencing difficulty with delivery of the program in the areas of understanding the regulations, hiring faculty, securing appropriate facilities for students' clinical experiences, identifying appropriate clinical placements and progression of students to a new course despite not completing clinical for a prior course. Additional student concerns received via students' legal counsel were presented in an attachment. Students have also voiced complaints regarding difficulty in contacting USU staff via phone – phone messages go unanswered. NEC findings resulting from an October 11, 2011 visit to three of the program's newest clinical sites were reported including discussions with the program reiterating that students should not be advanced into courses for which adequate clinical placements had not been secured and ensuring that all students receive the same scope and quality of clinical experiences. An updated chart of student clinical placements by student cohort and course was presented that reflected continuing deficits in clinical placements as follows: Cohort 4 – 7 of 14 students had not completed OB clinical hours for a course that ended 4/10/2011; Cohort 5 – 14 of 42 students had not completed clinical hours for an OB course that ended 7/24/2011; Cohort 5 – 42 students did not have clinical hours planned for the Psych course scheduled for 9/26-11/14/2011; Cohort 6 – 9 of 41 students had not completed clinical hours for a Nursing Care of Critically Ill Adults scheduled for 7/23-9/11/2011; Cohort 6 – 9 of 41 students didn't have clinical placement for the OB course scheduled for 9/17-11/6/2011; Cohort 6 – 6 of 41 students did not have clinical placement for the Peds course scheduled for 11/12/2011-1/15/2012. The school continued without confirmed placement opportunities at Paradise Valley Hospital. The program representative reported that additional time would be needed to bring the program into compliance.

**Committee members asked multiple questions regarding clinical placements for students and the program director assured that all clinical placements would be finalized within 2 weeks. Concern was expressed regarding the disparity of service to non-citizen students as compared to other students in regards to obtaining clinical placements and ensuring they are concurrent with the theory presentation of content. Darlene Bradley asked whether there are problems in areas other than Peds and Ms DeLaCruz-Reyes responded there are problems in other areas. In response to additional questions, Ms DeLaCruz-Reyes provided information regarding faculty recruitment efforts and new monitoring of student clinical rotations to ensure all hours are completed as scheduled. The program director also assured that students would no longer be advanced into courses for which there were not adequate clinical placements.**

**RECOMMENDATION: Continue previous actions and pursue action to withdraw program approval.**

**Public Input: A member of the public asked why the program was unable to retain faculty when other programs did not have the same problem. A representative of the Nurse Alliance of California reported a letter had previously been sent from that organization to the Board expressing the opinion that the Board had been very lenient with this program which was producing poorly educated students, and would support a Board decision to withdraw the program's approval. Ms Logan of 1:1 RN stated support of a decision to withdraw the program's approval. Debbie Berg of San Diego City College reported that her 30 year old program had lost clinical placements to the newer USU program.**

### **1.3 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM**

#### **1.3.1 University of California, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's Degree Option**

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**Peggy Compton, RN, PhD, FAAN, Professor and Associate Dean for Academic Affairs represented the program.**

M.Minato, SNEC presented this report. On April 27-28, 2011, Shelley Ward, Carol Mackay, and Miyo Minato, NECs, conducted a regularly scheduled continuing approval visit to the prelicensure nursing programs at UCLA School of Nursing (SON). The program was found in compliance with Board rules and regulations, and no recommendations were made.

The Board approved the UCLA SON to re-open admission to the generic BSN program and to start the new Master's Entry Clinical Nursing (MECN) program in May 2006. In September 2006, 59 BSN and 57 MECN students were admitted into each program. The first cohort of MSN-MECN program (2 year curriculum) graduated in June 2008, and the BSN cohort graduated June 2010. The NCLEX pass rate for 2010 for MECN group was 91.53% and for BSN, 89.58%.

***University of California, Los Angeles BSN***

<b>2010-2011 JUL-SEP</b>	<b>OCT-DEC</b>	<b>JAN-MAR</b>	<b>APR-JUN</b>	<b>ANNUAL RATE</b>
48 taken; 43 passed	0	1 taken; 1 passed	0	0
85.58%	0	100%	0	0

***University of California, Los Angeles MSN***

<b>2008-2009 JUL-SEP</b>	<b>OCT-DEC</b>	<b>JAN-MAR</b>	<b>APR-JUN</b>	<b>ANNUAL RATE</b>
47 taken; 43 passed	3 taken; 2 passed	1 taken; 1 passed	0	51 taken; 46 passed
91.49%	66.67%	100%	0	90.20%
<b>2009-2010 JUL-SEP</b>	<b>OCT-DEC</b>	<b>JAN-MAR</b>	<b>APR-JUN</b>	<b>ANNUAL RATE</b>
50 taken; 46 passed	3 taken; 3 passed	1 taken; 1 passed	0	54 taken; 50 passed
92.00%	100%	100%	0	92.59%
<b>2010-2011 JUL-SEP</b>	<b>OCT-DEC</b>	<b>JAN-MAR</b>	<b>APR-JUN</b>	<b>ANNUAL RATE</b>
56 taken; 53 passed	2 taken; 0 passed	0	0	0
94.54%	0%	0	0	0

The philosophy of the UCLA School of Nursing (SON) embodies the mission of the school, to advance nursing science through research and dissemination of knowledge and to expand its leadership in nursing education, nationally and internationally. The UCLA SON offers the prelicensure programs (BSN, MECN), Master's programs (NP and CNS), and PhD program. Students completing the MECN program receive a Master's degree and are eligible for Clinical Nurse Leader certification. The curriculum framework reflects the philosophy, focuses on social and professional values of nursing, and emphasizes evidence-based practice.

The meeting with Dr. Courtney Lyder, Dean of SON, validated continued commitment and support by administration to maintain the current prelicensure enrollment level for the BSN (60) and MECN (60) programs, including the 10 transfer students, despite the anticipated budget cuts. The applicant numbers for both programs continue to outnumber the allotted spaces, and the SON is able to select the most qualified students into their programs. Students who were interviewed were highly satisfied with their educational program at UCLA and spoke highly of their faculty members who were their role models and readily available and supportive with their learning needs. Kaplan Educational Testing is used to assess students' learning throughout the curriculum, which students stated they use regularly and reported as being very helpful in their learning.

The curriculum uses a unique clinical model of supervision, "Clinical Liaison Model", for students' clinical learning. This model involves a lead course faculty, clinical liaison (clinical faculty), and preceptor (hospital employee). The clinical liaison supervises a group of preceptors as students enter into preceptored clinical experience from the beginning of their clinical course. There is a course at the

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end of the program, which allows students to experience 300 hours of preceptorship experience and 60 hours of leadership project. Students reported that the organization of the curriculum builds and culminates and comes together for them in the last course. This immersion experience provides the opportunity for students to complete a clinical project that is based on the needs of the clinical area and is often adopted by the unit for use with the patients.

The SON has a simulation lab/skills space with adequate equipment and the number of examination and hospital beds. However, for the number of programs and students using this lab space, the current space is restrictive and limits the availability of free time for use as open lab time. Creative scheduling and individualized faculty hours are being used to meet student needs. Dr. Lyder shared the future building plans for the SON to accommodate program needs for simulation space will increase. The program has added Simulation Coordinator and a Simulation Lab Technician, has held faculty training, and plans to increase integration of simulation into all clinical courses. The SON is participating also in the development of the interdisciplinary curriculum with UCLA School of Medicine's Simulation Center.

**RECOMMENDATION: Continue Approval of University of California, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's Degree Option**

**Public Input: None**

### **1.3.2 Western Governors University Baccalaureate Degree Nursing Program**

**Dr. V. Katherine Townsend, EdD, Program Director represented the program.**

C. Mackay, NEC presented this report. On June 13, 2011, Carol Mackay and Miyo Minato, NECs, conducted an interim visit to WGU to meet with the first student cohort graduating from the program. On this visit, an area of noncompliance was identified. WGU failed to admit its first generic student cohort into the program in January 2010, as indicated in the program's initial Self Study.

According to the initial Self Study, WGU is a generic BSN program. The plan was for the first student cohort in the program to consist of transfer students who had completed the GE and science courses elsewhere who would take the WGU nursing courses. These students were admitted July 2009. The first cohort of generic BSN students was scheduled to be admitted January 2010.

Section 2786 of the NPA states "An approved school of nursing is one that...gives the course of instruction approved by the board..." This means all the courses WGU identified to meet CCR Section 1426 (GE, science and nursing courses).

On June 18, 2011, WGU submitted a Progress Report responding to the area of noncompliance and other concerns identified on the Interim Visit. The Progress Report provided a general response regarding the failure to admit generic students and identified the various university departments and individuals who will need to be involved in solving the problem.

On September 15, 2011 in a telephone conversation with the WGU Chief Nursing Officer which was followed by written confirmation, it was reported that there was a meeting between the WGU CNO and the Academic Provost for Accreditation and Compliance on Friday September 9, 2011 to discuss the generic entry BSN program. At this time no timeline had been established regarding the admission of generic BSN students.

In addition to the establishing the BSN degree entry path, WGU is discussing developing alternate degree paths which will have many GE and science courses in common with nursing. Currently, WGU offers all of the nursing prerequisite GE and science courses. To date, several students have taken one or two of these courses at WGU to meet their prerequisite requirement(s).

Staff is bringing the noncompliance finding from the 6/13/2011 WGU Interim Visit to the ELC for discussion of actions to take and a timeline. The program representative presented actions with timeline. **Jeanine Graves asked whether all courses are presented entirely in online format. Dr. Townsend reported that all theory courses are delivered online, that courses are well-developed, and that students have an assigned “coach.” Jeanine Graves commented that a recent NCSBN presentation indicated online and webinar courses resulted in less effective learning and recommends an evaluation of the success of online delivery vs live classroom. Carol McKay advised that the program utilizes some face-to-face instruction such as in labs. Dr. Townsend added that students do need direct contact which is provided via live-cam and also in-person in skills labs. She reported that the “coach model” used was previously proven successful in Texas and that students are assigned a different coach for each content area. Judy Corless asked about technology used to which Dr. Townsend responded that all students must have computers with live-cam technology and this requirement was instituted as a result of student input.**  
**RECOMMENDATION: Continue Approval of Western Governors University Baccalaureate Degree Nursing Program**  
**Public Input: None**

### **1.3.3 Golden West College Associate Degree Nursing Program**

**Jacqueline Hils-Williams, MN, CNS, RN, Program Director represented the program.**

S. Ward, NEC presented this report. A regularly scheduled continuing approval visit was conducted by Nursing Education Consultants Badrieh Caraway and Shelley Ward, on April 14 –15, 2011. No areas of Noncompliance were identified. Three recommendations were given related to CCR Sections 1425.1(a) Faculty Responsibility, 1426(b) Curriculum, and 1428 Student Participation. The Reports of Findings and the program’s response were attached for the Committee’s reference.

During the last eight years the program has experienced a number of positive changes in several areas such as leadership, curriculum revision, Introduction of ATI content mastery testing throughout the program (2004) and Introduction of QSEN into curriculum beginning with faculty education in fall 2009. Also in October 2009, the school of nursing moved into a new Nursing and Health Science building with the state of the art skills lab and simulation center. The Nursing Education, Simulation and Technology (NEST) is comprised of a computer lab with 48 computers, the skills lab and the simulation center. The simulation center contains seven high fidelity mannequins-three adults, one newborn, one baby, one child and a birthing mother. Simulation has been integrated throughout the curriculum and the faculty has been trained in the use of the simulation scenarios. To ensure consistency of simulation experiences to all students, a faculty member is assigned to the simulation center. The skills lab is staffed with three grant funded part time faculty members, and one part time simulation technician. Faculty are assisting students in the skills lab, remediation and during the extended skills labs (Thursday 4-7 PM, and Friday, 12-3 PM).

The above changes have contributed to the improvement in the NCLEX pass rate and students success. The Annual NCLEX pass rate July 2001-June 2010 ranged from 85% to 91.60%. The program maintains an excellent NCLEX pass rate. The school attracts culturally and ethnically diverse students to attend this program. The employer survey reported satisfaction with graduate performance > 95% since 2001. The program has an excellent reputation within the community and is held in high regards by graduates. College administration and faculty continue to be strongly committed to student success. Shelley Ward noted the program’s submission of a detailed action plan which addressed the visit findings.

**RECOMMENDATION: Continue Approval of Golden West College Associate Degree Nursing**

**Program**

**Public Input: None**

**1.3.4 MiraCosta College Associate Degree Nursing Program**

**Sandy Comstock, MSN, CNM, Program Director represented the program.**

L. Moody, NEC presented this report. Nursing Education Consultants Leslie A. Moody and Miyo Minato conducted a scheduled Continuing Approval Visit on April 20 and 21, 2011. All aspects of the program conduct and delivery were evaluated and found to be in total compliance with BRN requirements. There were no findings of non-compliance nor were there any recommendations made.

MiraCosta College began by offering an LVN-RN Step-up program which received BRN approval in 2006 and admitted the first class in 2007, and then expanded to a generic program that received BRN approval in 2009 and admitted the first class in January 2010. The generic and LVN-RN Step-up tracks are currently maintained as separate options with divided cohorts. NCLEX-RN pass rates for all graduates have consistently exceeded the BRN performance threshold (2007-08: 100%; 2008-09: 100%; 2009-10: 90.48%; 10/1/10 – 12/31/10: 100%). The program plans to consolidate the two options in the near future into a single track that will accommodate LVN applicants through advanced placement with credit for prior learning and have VN-RN and generic students in mixed cohorts. They expect this will eliminate unnecessary administrative work created by maintenance of separate tracks and will enhance the learning experience for both types of students.

In August 2007 the program implemented a BRN approved minor curriculum revision that separated the preceptorship experience from the Medical/Surgical course in which it was previously integrated. This has improved the quality and focus of the preceptorship experience for students. The program also added an optional Work-Study nurse externship course in January 2011, with BRN approval, which will provide students with additional opportunities for clinical experience and may enhance their post-graduation employment opportunities.

Much of the current program clerical support, supplies/equipment and student support services including tutoring and advising are supported by grant funds that will terminate in one year. Discussion with Dr. Francisco Rodriguez, MiraCosta College Superintendent/President, Mr. George McNeil, Vice-President MiraCosta College Board of Trustees, Dr. Richard Robertson, Vice-President of Student Services, and Dr. Al Taccone, Vice-President of Academic Affairs, produced consistent verbalization of commitment to providing the same as current or better support for students of the nursing program by using other college funds when grant funds are no longer available.

Students all expressed a high degree of satisfaction with the program and the impression that they were attended to when giving input for program improvement suggestions, program policy and discussing issues of concern with program faculty or the director. Faculty expressed their satisfaction with their authority regarding the curriculum and program policies.

In the next year, the program director and faculty will begin the process to seek NLNAC program accreditation. Funds to support this project are already on reserve.

**RECOMMENDATION: Continue Approval of MiraCosta College Associate Degree Nursing Program**

**Public Input: None**

**1.3.5 San Diego City College Associate Degree Nursing Program**

**Debbie Berg, MSN, RN, Associate Dean/Director represented the program.**

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L. Moody, NEC presented this report. Nursing Education Consultants Leslie A. Moody and Miyo Minato conducted a scheduled Continuing approval Visit on May 11-12, 2011. There were no findings of non-compliance as all aspects of the program conduct and delivery were evaluated and found to be in compliance with BRN requirements. One recommendation was made relevant to 1424(d) program resources, pertaining to outdated print materials found in the nursing reference section of the college library.

The program has been operating with BRN approval since 1972. Sixty generic track and ten VN to RN track students are admitted each year in the Fall semester. NCLEX-RN pass rates for first-time test takers are consistently above minimum threshold and in the range of 88-98% for the past five years with no current significant downward trend. In the last year the program was relocated into the newly constructed career technology center built on the college campus with an entire floor designed specifically to accommodate the needs of the nursing program, and the faculty completed a major curriculum revision which has been BRN approved and implemented with the student cohort that began in August 2010.

Some of the current program resources, including the student success advisor, had been supported by grant funds that have now terminated. Dr. Minou Spradley, Acting Dean, gave assurance that program resources would be maintained at the current level by utilizing other college sources of funding. The program has a comprehensive and active plan for continuous total program evaluation. Recent areas addressed with corrective interventions implemented include higher than usual attrition experienced by the VN to RN student cohort (hiring of a student success advisor and support programs implemented) and concerns regarding post-graduation employment (data is being collected). Faculty also plan to create a comprehensive updated curriculum map to guide future curriculum refinement.

More than seventy students representing both first and second year groups met with the NECs during the visit and expressed satisfaction with the program and their opportunities to influence curriculum and policies. Fifteen faculty met with the NECs and expressed satisfaction with their control over the curriculum and program policies. This program continues to be delivered in compliance with all BRN requirements.

**RECOMMENDATION: Continue Approval of San Diego City College Associate Degree Nursing Program**

**Public Input: none**

## **1.4 CONTINUE APPROVAL OF ADVANCED PRACTICE NURSING PROGRAM**

### **1.4.1 University of California, Los Angeles, Nurse Practitioner Program**

Dr. Peggy Compton represented the program.

C. Mackay, NEC presented this report. Carol Mackay and Shelley Ward, NECs, conducted a continuing approval visit at UCLA Nurse Practitioner Programs on April 26, 2011. The programs were found in compliance with all the Board's rules and regulations. One recommendation was made: CCR Section 1484(d)(12)(P) – Legal Aspects.

At this time, UCLA NP programs prepare nurse practitioners for careers in primary care and specialty settings with several distinct populations. Currently, there are 165 students enrolled in the NP programs. Student enrollment by specialty and populations are: Adult/Gerontology Acute Care (38), Adult/Gerontology Oncology (9), Family Nurse Practitioner (68), Adult/Gerontology (17), Adult/Gerontology Occupational Health (7) and Pediatric Nurse Practitioner (26). A total of 38 faculty members teach in the NP programs; 22 full time faculty members and 16 part time faculty members. All faculty teaching in the NP Programs hold either a master's or doctorate degree. Over the years, a broad range of high quality acute care, outpatient and community-based clinical training sites have been



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developed for the NP students. The UCLA NP programs, faculty and students are highly respected on the UCLA campus and by the local health care community.

The staff recommendation is for continued approval of UCLA, Nurse Practitioner Programs.

**RECOMMENDATION: Continue Approval of University of California, Los Angeles, Nurse Practitioner Program**

**Public Input: None**

## **1.5 MAJOR CURRICULUM REVISION**

### **1.5.1 California State University, Los Angeles, Baccalaureate Degree Nursing Program**

**Dr. Cynthia Hughes, Program Director represented the program.**

L. Moody, NEC presented this report. Program leadership and faculty have conducted an extensive review of the curriculum, driven by survey feedback from students and faculty, recognition of recent changes in nursing practice and observation by faculty of student performance. The proposed revisions intend to strengthen the content and delivery of the curriculum, more appropriately distribute content, and eliminate unnecessary requirements, and are as follows: Eliminate the requirement of Medical Anthropology as a degree requirement; Add NURS218 Information Literacy (1 unit); Add NURS360 Pharmacology (2 units); Delete NURS346 Family Nursing (content relocated to other courses); Delete NURS 393 Community Health (content relocated to Public Health Nursing course); Increase from 3 units to 4 units for course N471 Community/Public Health Nursing to accommodate increased content; Change title of N487 to Transition to Professional Practice Lab which is 4 units of all clinical (N486 provides the theory component). This revision results in the following change to units: Increase of 1 unit overall for nursing content (increase of 3 units Theory and decrease of 2 units Clinical); Decrease of 4 Science units; Decrease of 3 units overall of Total Units for Licensure; Decrease of 4 units overall of Total Units for Graduation. The program plans to implement this revision beginning Spring 2012.

**RECOMMENDATION: Approve Major Curriculum Revision for California State University, Los Angeles, Baccalaureate Degree Nursing Program**

**Public Input: None**

### **1.5.2 Grossmont College Associate Degree Nursing Program**

**Ms Deborah Yaddow, RN, MSN, Associate Dean of Nursing represented the program.**

L. Moody, NEC presented this report. The goal of the revision is to focus curriculum and instructional delivery more on professional aspects of nursing and less on task/technical skill aspects, more accurately reflect the instructional delivery and expectations, and provide goal statements that are performance measurable. The following is a summary of revisions proposed:

- Student Learning Objectives (SLOs) are leveled for year one and two of the program
- SLOs and Terminal Objectives (TOs) are expanded to include more language that addresses expectations of professional nursing practice, and expanded professional and content concepts related to evidence based practice, legal/ethical issues, Nursing Practice Act, safety, lifelong learning
- Related curriculum documents and instructional delivery tools such as course objectives, student clinical performance evaluation instruments and syllabi are updated to reflect these revisions

Charts were provided which listed the previous SLOs and TOs along with the proposed revision to each. These new curriculum elements will be implemented immediately upon receipt of BRN approval.

**RECOMMENDATION: Approve Major Curriculum Revision for Grossmont College Associate Degree Nursing Program**

**Public Input: None**

### **1.5.3 Riverside City College Associate Degree Nursing Program**

**Dr. Sandra L. Baker, Dean – School of Nursing represented the program.**

L. Moody, NEC presented this report. Dr. Baker and program faculty worked with consultant Dr. Linda Caputi to conduct a thorough review of the curriculum resulting in revisions to fundamental frameworks of mission, vision, value, goals, and philosophy, which are operationalized in revised threads/concepts, course and program objectives, leveled course learning outcomes and competencies, graduate outcomes, and course re-sequencing. An extensive list of more than thirty reference/resource publications were cited as providing integral material incorporated into the revised curriculum. These referenced works included the Quality and Safety Education for Nurses (QSEN) competencies; the American Nurses Association Code of Ethics, Nursing Scope and Standards of Practice, Nursing Informatics Scope and Standards, AACN Essentials of Baccalaureate Education; the National League for Nursing's Education Competencies Model; and the American Academy of Nursing's Standards of Cultural Competence.

An overview of the prior and revised curriculum elements were presented as attachments. Also presented were the revised mission/vision/values/goals, philosophy, and graduate learning outcomes statements. Complete documentation was provided to the NEC for review, including course syllabi and content distribution map, and all were found to demonstrate total curriculum integration of the revised structure, philosophy, framework and concepts. There has been some minor reallocation and addition of hours and units appropriate to new content mapping and instructional delivery. Significant revisions are creation of a required 0.5 unit skills lab course for each of the four semesters for a total of 2 units across the program and expansion of the current 6-week Intersession course from 1.5 units theory to 2.5 units (1 theory unit; 1.5 clinical units). Unit changes for this curriculum revision are only to nursing courses and net an increase of 2.5 units (decrease of 0.5 units theory and increase of 3 units clinical) across the program. Required Curriculum EDP-P-06 and Total Curriculum Plan EDP-P-05 forms were presented.

NEC Moody also acknowledged the program for presenting their process for incorporation of QSEN into the curriculum at a recent statewide conference of nursing program deans and directors.

**Darlene Bradley and Jeanine Graves complimented the program on their efforts to improve and increase the focus on quality in the curriculum.**

**RECOMMENDATION: Approve Major Curriculum Revision for Riverside City College Associate Degree Nursing Program**

**Public Input: None**

### **1.5.4 Sacramento City College Associate Degree Nursing Program**

**Dale Cohen MSN, RN, Program Director and Glenda Wagner, Assistant Program Director represented the program.**

K. Daugherty, NEC presented this report. The major curriculum changes being proposed will be implemented in Fall 2012. The proposed changes in nursing courses, content, units and the redistribution/minor re-sequencing changes in nursing courses are designed to provide students with more accurate unit credit for the actual amount of coursework in the nursing major, sufficient unit load (12 units of nursing/term) to meet the full time financial aid unit requirement each nursing term, provide more theory hours in each term, redistribute the Med/Surg content more effectively, combine the Peds and OB content in one term, and implement greater use of existing and new technology. The proposed science, other degree and graduation requirement changes will reduce the number of units for the degree. Changes are as follows: revise the program philosophy, course objectives and terminal program outcomes to reflect the QSEN competencies, definitive inclusion of nutrition, growth and development, multicultural content and technology/informatics; increase total nursing units in each of the four semesters of the nursing program to 12 units (formerly 10.5 or 11 units per term); increase the total program nursing units from 43 to 48 units; eliminate the elective N370 course and move the content and

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units into the four terms of nursing theory; increase the total nursing theory units from 18 to 24 units, thereby providing a total of 108 hours of nursing theory instruction in each of the four terms in the nursing major; decrease the total nursing clinical units from 25 to 24 units, thereby providing a total of 324 hours of clinical instruction in each of the four program terms (deleted 0.5u from N405 & 0.5u from N445).; move existing peds content from third semester (N425) to second semester (N415) creating a Maternal-Child and Med/Surg focus in second term; move select Med/Surg content from second (N415) to third semester (N424/N425); split the 12 units of nursing in third semester into two nursing courses, N424 (4u) and N425 (8u) to facilitate enrollment for generic, LVN advanced placement and LVN 30u options. Generic and LVN advanced placement students will take third semester course N424 concurrently with N425. LVN 30u option students will only take N425. The proposed third semester Med/Surg content in N424 and N425 is designed to better prepare students in third and fourth semesters for the complex Med/Surg, multiple patient care assignments, and leadership/management content in fourth semester; absorb relevant content from the existing N445 Seminar course into the new N435 and eliminate N445; obtain required SCC institutional approval for nursing program courses N 303, 405, 415, 424, 425 and 435 to be recognized by the institution as providing sufficient content preparation in the areas of human growth and development, nutrition, and multicultural studies, thus, eliminating the need for program students to take the stand alone pre-requisite CRL courses: FCS 324 Human Growth and Development (3 units) and FCS 340 Nutrition (3 units) as well as a separate GE Multicultural Studies course (3 units); require all program students complete the prerequisite and degree courses prior to taking the four semesters in the nursing major; revise existing approved BRN Content Required for Licensure and Total Curriculum Plan forms to reflect an increase in the total nursing units for the generic option from 43 to 48, a decrease in the total science CRL units from 26 to 20 units and total CRL units from 75 to 74 units, decreasing total degree/graduation units from 87 to 83 units effective Fall 2012.

**Darlene Bradley applauded giving the students advance notice of these changes. Jeanine Graves commented that she enjoys working with this program's students.**

**RECOMMENDATION: Approve Major Curriculum Revision for Sacramento City College Associate Degree Nursing Program**

**Public Input: None**

## **1.6 REGULATORY PROPOSAL: CALIFORNIA CODE OF REGULATIONS, ARTICLE 10 SPONSORED FREE HEALTH CARE EVENTS – REQUIREMENTS FOR EXEMPTION**

Bobbi Pierce, Staff Services Manager I, Licensing Standards and Evaluations, presented this report. Assembly Bill 2699 (Bates) was chaptered last year and became effective January 1, 2011. The statute permits the Board to issue authorization for registered nurses licensed in another state, district, or territory of the United States to provide nursing services at “sponsored events” in this state without obtaining a California RN license. The statute defines “sponsored event” as “an event, not to exceed 10 calendar days, administered by either a sponsoring entity or a local government, or both, through which health care is provided to the public without compensation to the health care practitioner.” The sponsoring entity must: register with the Board; provide specified information to the county health department in which the services will be provide; and comply with reporting and record keeping requirements. The out-of-state registered nurse must meet specified requirements. The statute is repealed January 1, 2014, unless extended.

Proposed BRN regulatory language and two documents that are to be included in regulation by reference were presented at the September 14, 2011 Board meeting. The regulatory proposal is proceeding through the regulatory process and a verbal report will be presented at this ELC meeting regarding progress of the proposal.

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The revised timeline for the regulatory process is: 10/18/2011 regulatory proposal to the Office of Administrative Law; 10/28/2011 publication in the Regulation Registry; 12/12/2011 public hearing and end of public comment period.

**Public input: None**

### **1.7 2010-2011 ANNUAL SCHOOL SURVEY UPDATE**

Leslie A. Moody, NEC, presented this report for Julie Campbell-Warnock who could not be present. The BRN 2010-2011 Annual School Survey is available online for nursing programs to complete. The BRN requests nursing programs to complete the survey as soon as possible so data can be compiled and reported in a timely manner. The deadline for submitting responses is November 15, 2011. The time period for the data being collected is from August 1, 2010 to July 31, 2011 and the survey census date is October 15, 2011.

All nursing program directors in California were sent e-mail notification of the survey on October 3, 2011. In order for schools to obtain access to the survey in a timely manner, they are asked to notify the Board of any program director email address changes as soon as possible, or if email notification regarding the survey is not received.

The survey collects data on enrollments, graduations, faculty, etc. from California pre-licensure nursing programs. While much of the content remains similar, revisions are made in order to collect more accurate data or to obtain information on current issues. Some changes to the 2010-2011 survey include some additional questions related to program information and expansion of questions related to clinical placements. Reports compiled from data collected from previous surveys can be found on the BRN Web site at <http://rn.ca.gov/forms/pubs.shtml>.

Assistance for survey respondents is available from the BRN's Nursing Education Consultants and research specialist for content and from UCSF staff for technical issues. The Board anticipates that a draft statewide report will be available for the January/February 2012 Education Licensing Committee meeting and regional reports in March/April 2012. Data will be presented in aggregate form and will describe overall trends for both statewide and regional areas.

**Public input: None**

### **1.8 LICENSING PROGRAM REPORT**

Bobbi Pierce, Staff Services Manager I, Licensing Standards and Evaluations, presented this report. Program Update: The Board of Registered Nursing is currently evaluating applications for licensure by endorsement. We also received and processed 78 rosters for California graduates in the month of September. The Licensing Program has no pending rosters for October graduates.

California schools are able to submit Individual Candidate Rosters 4 weeks prior to graduation. Students historically have submitted applications 2 to 3 months prior to graduation. Based on prior years, we should begin receiving applications for fall graduates beginning this month.

We are still in the process of upgrading our Key Data Operator positions. We are hopeful the upgrade will create a larger applicant pool and that we hire qualified candidates. The Office Services Supervisor II (OSSII) in the support unit is still vacant. The position has been re-advertised in hopes that there will be more applicants. The OSSII position is vital to maintaining the workflow of the Licensing Support Unit.

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Statistics: The Department of Consumer Affairs (DCA), in conjunction with the Board, was providing statistical reports to the Governor's Office and the State and Consumer Services Agency on a monthly basis for the Licensing and Job Creation Report. This project has been on-going since January 2010.

DCA staff is currently working on the BreEZe Project (computer update) and notified us that monthly statistics would not be required for September. An e-mail will be sent when we are required to resume reporting statistics.

The statistics for the last 2 fiscal years and the first 2 ½ months of the current fiscal year were provided in an attached document. There is a decrease in the number of applications for examination, endorsement and repeaters. It is believed that the economic slowdown and the Board no longer accepting applications without a United States Social Security Number have lead to this decrease.

**Issues:**

**Philippines**

- The Commission on Higher Education (CHED) has established curriculum and course requirements for the nursing programs. We are receiving transcripts that do not follow the CHED required curriculum and course sequence, and in many instances, the course sequence does not follow the description provided in the schools own handbook.
- Many schools are proposing programs designed specifically for US students that would differ from the program offered to citizens of the Philippines. The program could be shorter in length, including fewer hours required in theory and clinical practice; and courses may not be taken in the sequence as established by CHED or the current program.
- There are no requirements for students who stop their nursing education and years later resume their nursing education in the Philippines. For example; if a student completed all but one nursing course prior to leaving the program and returned 10 years later, they would only be required to complete that one course prior to receiving their nursing degree.
- Because students are not following the established course sequence, the theory and clinical practice are not being completed concurrently; and in some cases clinical practice is being completed after the degree has been awarded.
- The Board has been contacted by new nursing programs asking if they could use a curriculum from one of our approved nursing programs so their students would be guaranteed to meet all education requirements and qualified to take the NCELX-RN examination.

**China**

- Students complete skills labs during the first, second and third years of a program with very little clinical practice. The clinical practice is completed during the last part of the third year and the fourth year, thus the theory and clinical practice are not concurrent.
- Skills labs are completed in lieu of clinical practice and in some schools the majority of the clinical practice is done through simulation.

When an applicant's education does not meet our minimum requirements, it is difficult for the applicant to find a nursing program where course work can be completed. California Code of Regulations Section 1410.4 allows the applicant a period of 3 years in which to complete additional course work. Even with 3 years, applicants cannot find placements. We are receiving questionable documents from Sierra Leone, Nigeria, China, Nepal, Philippines and the former Soviet Union.

**Jeanine Graves suggested the Board may consider exploring a future requirement of additional education for licensure applicants after they experience a certain number of NCLEX-RN failures. In response to questions regarding issues of foreign applicants, Bobbi Pierce reported that the licensure unit evaluators make every effort to thoroughly review every line of foreign applications**

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and transcripts to ensure they meet California BRN requirements for eligibility. Jeanine Graves asked whether there is a time limitation between program completion and NCLEX-RN examination eligibility for foreign applications to which Bobbi Pierce clarified that there is no time limit.

Public input: None

**1.9 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA**

Darlene Bradley offered the opportunity for public comment. There was none.

Meeting adjourned at 12:00 PM.

Submitted by:

Accepted by:



Leslie A. Moody, MSN, MAEd, RN  
Nursing Education Consultant



Darlene Bradley, PhDc, MSN, CNS, CCRN, CEN,  
FAEN, RN  
Substitute Chairperson